



Year 1		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	Teamwork and Leadership	Discuss similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	Problem Solving and Critical Thinking	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
Believe 	Exploring, Evaluating and Responding	Respond to ideas. Develop their ideas in a sketchbook. Comment on colour and shape in artwork.	Give their opinion about artists' work. Describe what they think about their own and others' work.
	Drawing	Draw lines of different shapes and thicknesses. Draw with crayons and pencils.	Describe and copy the shapes and patterns they see. Colour in neatly, following the lines very carefully.
	Painting	Use thick and thin brushes. Paint pictures of what they see.	Name and use the primary and secondary colours. Mix colours together to investigate what happens.
	Collage	Explore lots of collage materials. Cut and tear paper, textiles and card for their collages. Sort collage materials for a purpose.	Use: paste, glue and other adhesives. Use shapes, textures and colours in their collages. Create a simple pattern.
	Sculpture	Make shapes from rolled up paper. Make shapes from clay or playdough. Cut materials.	Roll materials. Add lines and shapes to their clay work. Add lines and shapes to their clay work.
	Printing	Use printing tools such as fruit, vegetables and sponges. Print onto fabric or paper. Begin to make their own printing blocks eg: string patterns.	Print by pressing, rubbing and stamping.
	Textiles	Sort threads and fabrics Begin to make simple weavings with fabrics or threads with help.	Use glue to join fabrics. Use dip dye to produce fabric of contrasting colours with an adult.
	Creativity and Imagination	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
Behave 	Social Action and Community Involvement	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	Global Learning and Sustainability	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

Our Christian Vision and Curriculum Intent:

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?



Year 2		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	Recognise, name and deal with feelings in a positive way, noticing some effects of own actions on others. EGC Listen to others and identify how people are feeling (e.g. happy, sad, worried). EGC Identify similarities and differences between their opinions and those of others.	Take turns to express a view, giving reasons for supporting or disagreeing with others in group or class. EGC See that all of their opinions and feelings are valued and have the power to effect positive change. Appreciate how rules can help us, analysing and formulating rules in class and school. EGC
	Teamwork and Leadership	Discuss the similarities and differences between self and others, showing positive attitude towards difference and diversity. EGC Explore how own actions have consequences. EGC Explore some basic ways to avoid, manage and resolve conflict, actively trying to manage own and others' disputes peacefully. EGC	Participate in group activities, showing willingness to play fairly and inclusively with others- taking turns and sharing. EGC Show willingness to listen to the ideas of others, respecting authority and decision-making process. EGC Discuss sense of self-worth and worth of others, exploring the nature of an interdependent team where each role is valued. EGC
	Problem Solving and Critical Thinking	Respond positively towards challenge- seeing possible failure as a possible opportunity. Identify what the problem is and positively understand that finding a solution is often not a quick, mistake-free or instant process. Ask questions that deepen their understanding about "why" or "how" a problem may be happening. EGC	Suggest a way to solve a problem, showing an awareness that there is often more than one possibility. EGC Wonder about ideas and begin to visualise what they might look like. EGC Ask for help if unsure what to do- showing increasing independent use of self-help strategies and resources available. EGC
Believe 	Exploring, Evaluating and Responding	Explore ideas from real or imagined starting points. Develop my ideas in a sketchbook. Compare work by different artists.	Say how an artist has used colour, shape and a technique. Comment others' work and I suggest ways of improving my own work.
	Drawing	Make a variety of lines of different sizes, thickness and shapes. Use pencils, oil pastels and charcoal in my drawings.	Show patterns and textures in my drawings by adding dots and lines. Show different tones using coloured pencils.
	Painting	Mix primary colours to make secondary colours. Add white to colours to make tints.	Add black to colours to make tones. Link colours to natural and manmade objects.
	Collage	Explore and experiment with lots of collage materials. Cut and tear paper, textiles and card for my collages. Sort and arrange collage materials for a purpose.	Use: paste, glue and other adhesives. I can mix paper and other materials with different textures and appearance. Create a simple pattern.
	Sculpture	Make shapes from rolled up paper, straws, paper and card. Make shapes from clay and dough. Cut materials.	Roll and coil materials. Make a carving. Add texture to my work by adding materials and using tools.
	Printing	Use a variety of printing tools Print onto fabric or paper. Make my own printing blocks.	Use repeating, overlapping, rotating and arranging shapes to create a print. Print by pressing, rolling, rubbing and stamping.
	Textiles	Sort threads and fabrics (by colour and texture). Make weavings with fabrics or threads. Use glue to join fabrics.	Use running stitch to join fabrics. Show awareness of how to plait. Dip dye to produce fabric of contrasting colours.
	Creativity and Imagination	Develop awareness of self and own uniqueness, through expressing themselves within their work. EGC Appreciate the uniqueness and value of every person, encouraging others by valuing their work and ideas. EGC Use immersion in a range of stimulus to formulate their own ideas, also reinforcing the view that there are multiple ways of achieving a goal.	Learn to play appropriately with a wide range of resources within an open-ended context. Have idea of what they want to create and discuss what they can use to achieve this from the resources available to them. Analyse the resources and stimulus available to them and discuss how it makes them feel or what it makes them think of.
Behave 	Social Action and Community Involvement	Discuss basic needs for human life and demonstrate the importance of caring and sharing. EGC Identify what is fair and unfair, showing sensitivity to people's feelings and needs. EGC Develop sense of fair play and show willingness to take turns and share. EGC	Develop belief that everyone can do things to improve surroundings and support others. EGC Explain the work of a chosen charity, raising awareness of people's needs within their own community. Explore community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch
	Global Learning and Sustainability	Explore immediate and local environment, showing appreciation of, and care for, living things. EGC Identify simple links with other places (e.g. through food), developing a sense of the wider world and how we are interconnected. EGC Discuss living things and their needs and explain how to take care of immediate environment. EGC	Demonstrate sense of wonder and curiosity about the world, exploring their own place, impact and responsibilities within it. EGC Actively start to value resources understanding the possibility of change in the future and the impact on the environment. EGC Explore global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch

Our Christian Vision and Curriculum Intent:

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?



Year 3		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	Teamwork and Leadership	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	Problem Solving and Critical Thinking	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
Believe 	Exploring, Evaluating and Responding	<p>explore ideas using starting points.</p> <p>note my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone.</p>	<p>comment on similarities and differences between my own and others work.</p> <p>adapt and improve my own work.</p> <p>develop my ideas in a sketchbook.</p>
	Drawing	<p>use different grades of pencil at different angles to show different tones.</p> <p>sketch lightly.</p> <p>use hatching and cross hatching to show tone and texture in my drawings.</p>	<p>use sketches to base my work on.</p> <p>use a viewfinder in my sketching.</p>
	Painting	<p>mix colours making colours, tints and tones.</p> <p>use watercolour paint to produce washes for backgrounds and then add detail.</p>	<p>create mood and feelings with colour.</p> <p>Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p>
	Collage	<p>cut more precisely.</p> <p>make repeated patterns.</p> <p>use a limited colour pattern to create an effect.</p>	<p>use overlapping in my collage.</p> <p>use my cutting skills to produce repeated patterns.</p> <p>use contrasting textures, colours or patterns.</p> <p>combine visual and tactile qualities.</p>
	Sculpture	<p>explore paper techniques such as pop-up books.</p> <p>add paper curlings to a surface to embellish.</p> <p>use my clay techniques to apply to pottery studied in other cultures.</p>	<p>explore a variety of tools and techniques.</p> <p>experiment with making life size models.</p>
	Printing	<p>make my own printing blocks and experiment with different materials.</p> <p>make a one coloured print.</p>	<p>explore printing from other cultures and time periods.</p> <p>make repeating patterns by creating accurate printing blocks.</p>
	Textiles	<p>know the basics of running stitch.</p> <p>know how to colour fabric and have used this to add pattern.</p> <p>use my textiles skills to create artwork that is matched to an idea or purpose.</p>	<p>aware of textiles work from other cultures and times.</p> <p>combine some of the techniques I know to create a textile.</p>
	Creativity and Imagination	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
Behave 	Social Action and Community Involvement	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	Global Learning and Sustainability	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

Our Christian Vision and Curriculum Intent:

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 🏠

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?



Year 4		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	<p>Listen carefully to others, respectfully stating opinions with clear reasons - showing reflection from feedback or mistakes. EGC</p> <p>Participate in discussions about issues that affect self, others and the wider world, increasingly taking action when something is unfair. EGC</p> <p>Recognise effects of own behaviour on others and use this to help make choices. EGC</p>	<p>Research basic human rights and how some people have these denied, including uneven sharing of power and how some people are excluded from decision-making. EGC</p> <p>Contribute actively and constructively to the life of own class and school, identifying matters that are important to self and others- taking part in making and changing rules. EGC</p> <p>Explore rights in class and school, discussing the need to respect the rights of others. EGC</p>
	Teamwork and Leadership	<p>Give examples of what contributes to self-identity and belonging, developing sense of belonging and valuing of relationships with others. EGC</p> <p>Discuss causes of disagreement and conflict at personal, classroom and household levels, suggesting some ways of avoiding, managing and resolving conflict. EGC</p> <p>Play and work cooperatively, showing willingness to participate in activities both in and out of the classroom. EGC</p>	<p>Explore belief that that everyone should be included and able to participate, helping to ensure that everyone in own group is included. EGC</p> <p>Begin to show tact and diplomacy, listening to different viewpoints and offering solutions or to achieve goals. EGC</p> <p>Show willingness to learn from the experiences of others, listening respectfully to the ideas and views of others even when one disagrees. EGC</p>
	Problem Solving and Critical Thinking	<p>Apply a positive mindset in trying to find a solution and continuing to see possible failure as a possible opportunity. Actively seek to get to the root of a problem by continuing to ask "why".</p> <p>Ask relevant questions that deepen their knowledge and understanding about "why" or "how". EGC</p>	<p>Explore merits of different viewpoints. EGC</p> <p>Explicitly learn and use different approaches to solve problems. EGC</p> <p>Use feelings about changes in own life and locality to apply own experiences to solve problems. EGC</p>
Believe 	Exploring, Evaluating and Responding	<p>Explore ideas using a variety of starting points and collect visual and other information to help to develop work.</p> <p>Make notes in sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</p>	<p>Develop and organise ideas in own art sketchbook</p> <p>Make comments on the ideas, methods and approaches used in own work.</p> <p>Adapt and refine work to reflect the purpose and meaning of the work.</p>
	Drawing	<p>Use a variety of different shaped lines to indicate movement in own drawings.</p> <p>Select the most suitable drawing materials.</p>	<p>Use shading to add interesting effects to drawings including shadows and reflections, using different grades of pencil.</p>
	Painting	<p>Create colours by mixing to represent images observed.</p> <p>Experiment with different colours to create a mood.</p>	<p>Use colour and shapes to reflect feelings and moods.</p> <p>Use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</p>
	Collage	<p>Cut precisely.</p> <p>Make repeated patterns.</p> <p>Know the striking effect work in a limited colour palette can have.</p> <p>Make paper coils and lay them out to create patterns or shapes.</p>	<p>Use mosaic and montage.</p> <p>Use tessellation.</p> <p>Experiment with techniques that use contrasting textures, colours or patterns.</p> <p>Base collage on observational drawings.</p> <p>Combine both visual and tactile qualities.</p>
	Sculpture	<p>Make nets of shapes to create recognisable forms.</p> <p>Join these together to create abstract forms.</p> <p>Use clay techniques to apply to pottery studied in other cultures.</p>	<p>Add carvings to a surface to create shapes, texture and pattern.</p> <p>Use a variety of tools and techniques for sculpting.</p> <p>Use the technique of adding materials to create texture, feeling, expression or movement.</p>
	Printing	<p>Make own printing blocks and experiment with different materials.</p> <p>Make a one coloured print.</p>	<p>Build up layers of colours to make prints of 2 or more colours.</p> <p>Explore printing from other cultures and time periods.</p> <p>Make precise repeating patterns by creating accurate printing blocks.</p>
	Textiles	<p>Use running stitch, cross-stitch and backstitch.</p> <p>Have the basics of quilting, padding and gathering fabric.</p> <p>Know how to colour fabric and have used this to add pattern.</p>	<p>Use textiles skills to create artwork that is matched to an idea or purpose.</p> <p>Show awareness of textiles work from other cultures and times.</p> <p>Combine some of the techniques I know to create a textile.</p>
	Creativity and Imagination	<p>Show awareness of, and pride in, own individuality, including their own creativity and imagination. EGC</p> <p>Demonstrate valuing others as equal and different, celebrating others' creativity and imagination. EGC</p> <p>Develop the belief that mistakes are essential to learning and can be turned into opportunities.</p>	<p>Actively discuss what inspires their work, taking time to research ideas.</p> <p>Practise new skills and explore, merging skills from different subject areas.</p> <p>Discuss communicating deeper meaning, themes and purpose within work.</p>
Behave 	Social Action and Community Involvement	<p>Explain what fairness means, showing an awareness of, and concern for, people's feelings. EGC</p> <p>Give examples of what it can mean to be "rich" or "poor" in local and other contexts, referring to what is regarded valuable. EGC</p> <p>Show interest in, and concern for, others outside immediate circle and in contexts different to own, showing respect for other people's feelings and ideas. EGC</p>	<p>Demonstrate respect for the rights of others through exploring belief that everyone has equal rights. EGC</p> <p>Discuss belief that people can make a difference, both on their own and when they work together, showing willingness to stand up and speak up for others. EGC.</p> <p>Analyse community needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>
	Global Learning and Sustainability	<p>Compare similarities and differences between peoples and places in local setting and also in wider contexts/various parts of the world. EGC</p> <p>Identify links between local community and wider world, actively trying to make connections to make a positive impact on others and self. EGC</p> <p>Show positive and negative impacts of people's actions (including own choices) on others and environment. EGC</p>	<p>Suggest how people can damage or improve the environment, showing concern about the local environment and willingness to care for it. EGC</p> <p>Discuss taking care of resources and not wasting them, reflecting on own attitudes and practices on waste. EGC</p> <p>Analyse global needs in: biodiversity, energy, global citizenship, healthy living, litter, marine, school grounds, transport, waste, water. ESch</p>

Our Christian Vision and Curriculum Intent:

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 🏠

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?



Year 5		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	Teamwork and Leadership	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	Problem Solving and Critical Thinking	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
Believe 	Exploring, Evaluating and Responding	<p>Explore ideas and collect visual and other information independently.</p> <p>Pursue own line of artistic enquiry.</p> <p>Use research in developing work, taking account of the purpose.</p>	<p>Develop, organise and refine ideas in own art sketchbook.</p> <p>Analyse and comment on ideas, methods and approaches used in own and others' work.</p> <p>Adapt and refine work and make suggestions to others about their work.</p>
	Drawing	<p>Select appropriate drawing materials.</p> <p>Combine different materials to good effect.</p> <p>Choose appropriate techniques to convey the meaning of work.</p>	<p>Communicate movement in drawings.</p> <p>Draw still life including shadows and reflections.</p>
	Painting	<p>Use well developed paint techniques and develop own style.</p> <p>Sketch (lightly) before painting.</p> <p>Convey a purpose.</p>	<p>Show texture gained through paint mix or brush technique.</p> <p>Combine colours and create tints, tones and shades to reflect the purpose of work.</p>
	Collage	<p>Choose some materials for collages to fit the purpose.</p> <p>Choose from some techniques and combine them in collage work.</p> <p>Show a theme through collage that is apparent to any viewer.</p>	<p>Modify and change materials to be used in collage.</p> <p>Create a desired effect because of choices in colour, pattern, lines, tones and shapes.</p> <p>Take inspiration from artists or designers.</p>
	Sculpture	<p>Show a life-like quality.</p> <p>Communicate observations from the real or natural world in models.</p> <p>Reflect an intention which is open to interpretation of the viewer.</p>	<p>Combine both visual and tactile qualities.</p> <p>Choose from some of the techniques in repertoire to embellish work, as appropriate.</p>
	Printing	<p>Print onto fabric and paper.</p> <p>Use drawings and designs to bring detail into work.</p> <p>Build up colours in prints.</p>	<p>Combine a range of visual elements to reflect a purpose.</p> <p>Base prints on a theme from another culture.</p>
	Textiles	<p>Developing confidence in stitches and select the most appropriate one.</p> <p>Work precisely.</p> <p>Use a range of techniques.</p>	<p>Combine visual and tactile elements which are fit for purpose.</p> <p>Create texture in textiles work by tying and sewing threads or by pulling threads with support.</p>
	Creativity and Imagination	<p>Explore ideas and collect visual and other information independently.</p> <p>Pursue own line of artistic enquiry.</p> <p>Use research in developing work, taking account of the purpose.</p>	<p>Develop, organise and refine ideas in own art sketchbook.</p> <p>Analyse and comment on ideas, methods and approaches used in own and others' work.</p> <p>Adapt and refine work and make suggestions to others about their work.</p>
Behave 	Social Action and Community Involvement	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc ESch.</p>
	Global Learning and Sustainability	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

Our Christian Vision and Curriculum Intent:

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?



Year 6		Each bee plays a part in the hive- "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."	
		The pupil can ...	Exemplar materials
Belong 	Communication and Pupil Voice	<p>Listen attentively, question and respond to others, expressing own views and ideas on issues clearly by giving reasons that include appropriate evidence and examples. EGC</p> <p>Explore UN Convention on the Rights of the Child, developing awareness of those responsible for rights being met (e.g. teachers, local and national government) and analyse reasons why some people have their rights denied. EGC</p> <p>Participate in school decision making, sharing opinions and evidence with others including decision-makers. EGC</p>	<p>Demonstrate basics of how own country and region is governed, appreciating the need for rules in own school and wider society and how people can take part in making and changing them. EGC</p> <p>Challenge discrimination, exploring reasons for negative feelings towards others in new or difficult situations. EGC</p> <p>Identify connections between personal decisions and issues affecting people locally and globally, making decisions that contribute to the well-being of the wider community. EGC</p>
	Teamwork and Leadership	<p>Show positivity about the ways in which one is both similar to others and uniquely different, celebrating contributions of different cultures to our lives. EGC</p> <p>Identify the nature of prejudice, racism and sexism and ways to combat these. EGC</p> <p>Analyse some causes and effects of conflict at all levels from personal to global, researching examples of conflicts past and present in own society and others. EGC</p> <p>Work cooperatively to solve problems or achieve goals, exploring a variety of different roles within a team. EGC</p>	<p>Use strategies to manage anger, frustration and aggressive feelings and apply these for managing, resolving and preventing conflict, including 'win-win' solutions. EGC</p> <p>Use knowledge of others' viewpoints to resolve problems and compromise, recognising the benefits of listening to a range of different perspectives and viewpoints. EGC</p> <p>Take active participation in school-based decision making and champion proactive inclusion of other people, especially those who may face barriers to participating fully. EGC</p>
	Problem Solving and Critical Thinking	<p>Begin to identify bias and opinion by analysing root of contrasting sources of information, including the media. EGC</p> <p>Give evidence for an argument, assess different viewpoints and present counter-arguments. EGC</p> <p>Imagine alternative possibilities and suggest new ideas to solve problems. EGC</p> <p>Recognise when there may be no single right or wrong answer and to show respect for differing viewpoints. EGC</p>	<p>Analyse suggestions to problems, thinking a few steps ahead about effect of decisions and what opportunities or further problems may arise.</p> <p>Applying feelings about changes and events in own setting and the wider world to make ethical decisions. EGC</p> <p>Use strategies to cope with self-care, mental-health and challenging times. EGC</p>
Believe 	Exploring, Evaluating and Responding	<p>Explore ideas and critically appraise artwork.</p> <p>Pursue own line of artistic enquiry.</p> <p>Base decisions for own artwork on preferences and audience.</p> <p>Produce art sketchbook that is creative, inspirational and reflects learning journey as an artist.</p>	<p>Analyse and comment on ideas, methods and approaches used in own and others' work.</p> <p>Comment on how ideas and meanings are conveyed in own and others work.</p> <p>Reflect upon own artwork at several points and make changes based on observations.</p>
	Drawing	<p>Select drawing materials and techniques which are most suitable for conveying meaning (see skills in previous years).</p>	<p>Combine different materials for good effect.</p> <p>Refine own art style using all of the techniques developed.</p>
	Painting	<p>Show texture gained through paint mix or brush technique.</p> <p>Paint based on observations and can convey realism or an impression.</p>	<p>Use repertoire of painting skills to make choices to convey the meaning.</p> <p>Show different lines in work (sometimes stark and cold and at other times warm to reflect features or intentions).</p>
	Collage	<p>Choose the most appropriate materials for collages to fit the purpose</p> <p>Choose from a variety of techniques and combine them in collage work.</p> <p>Work on a definite theme that is apparent to any viewer.</p>	<p>Modify and change materials to be used in collage.</p> <p>Create a striking effect because of choices in colour, pattern, lines, tones and shapes.</p> <p>Take inspiration from a variety of artists or designers.</p>
	Sculpture	<p>Choose and apply the most appropriate techniques to show a life like quality in sculpture.</p> <p>Communicate observations from the real or natural world.</p> <p>Reflect an intention that is sometimes obvious, but at other times is open to interpretation of the viewer.</p>	<p>Combine both visual and tactile qualities.</p> <p>Choose from all of the techniques in repertoire to embellish work.</p>
	Printing	<p>Print onto fabrics, papers and other materials.</p> <p>Use drawings and designs to bring fine detail into work.</p> <p>Build up colours in prints.</p>	<p>Combine a range of visual elements to reflect a purpose.</p> <p>Use a designer in history as a starting point.</p>
	Textiles	<p>Understand several stitches and can select the most appropriate stitch.</p> <p>Use precise textile techniques which help to convey the purpose of work.</p> <p>Combine visual and tactile elements which are fit for purpose.</p>	<p>Use historical or cultural observations to influence textile work.</p> <p>Create texture in textiles work by tying and sewing threads or by pulling threads.</p>
	Creativity and Imagination	<p>Value what contributes to own identity, valuing their own and others' creativity and imagination. EGC</p> <p>Demonstrate valuing difference, exploring ideas from a range of cultures and viewpoints. EGC</p> <p>Interpret and discuss meaning within own and others' work, looking at motivations, experiences and viewpoints.</p>	<p>Actively use their creativity and imagination, including to help others.</p> <p>Think of multiple ways to answer a brief or answer a problem, using research as a starting point.</p> <p>Connect multiple skills from different subject areas to create something.</p>
Behave 	Social Action and Community Involvement	<p>Explain how fairness may not always mean equal treatment and develop sense of justice, showing offence at unfair treatment of others locally and globally. EGC</p> <p>Discuss some causes and effects of poverty and inequality (inc. gender) at local, national and global levels. EGC</p> <p>Adapt behaviour to readily think through consequences of words, actions and choices on others' feelings. EGC</p> <p>Take growing interest in world events and global issues, empathising with people in local and global contexts. EGC</p>	<p>Understand impacts of prejudice and discrimination, fostering belief that it is everyone's responsibility to challenge prejudice and discrimination. EGC</p> <p>Share belief that individuals and groups can improve situations, showing willingness to cooperate with others to change things for the better. EGC</p> <p>Action community needs in: biodiversity, energy...etc ESch.</p>
	Global Learning and Sustainability	<p>Explore and appreciate diversity of cultures and societies within and beyond own experience, researching global connections between peoples and countries (e.g. through trade and communications). EGC</p> <p>Investigate how local actions affect the wider world. EGC</p> <p>Demonstrate understanding of basics of climate change and people's dependencies on the environment. EGC</p>	<p>Explain environmentally responsible living and global inequalities in ecological footprints. EGC</p> <p>Discuss sense of responsibility for the environment and the use of resources. EGC</p> <p>Commit to taking action to protect and improve environment and quality of life for people locally and globally. EGC</p> <p>Action global needs in: biodiversity, energy...etc. ESch</p>

Our Christian Vision and Curriculum Intent:

"Bee"long- How will we help pupils to feel part of a team and appreciate each other's work? Have we planned opportunities for pupils to learn how to effectively communicate, work together, problem solve and lead? ✚

"Bee"lieve-How will we help pupils to be creative, imaginative and resilient, developing their growth mindset, self-awareness and talents? Is there a challenging curriculum for all, rich with relevant content and opportunities to develop a diverse range of transferable skills? 📦

"Bee"have-How will we help pupils to purposefully use the knowledge and skills taught to engage with others, the community and the world? Are there real-life opportunities for the pupils to see the impact of their knowledge, skills or work at a local and global level? ❤️

Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?